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ABSTRACT

This manual was prepared by the staff of the China Institute's Bilingual Vocational Training Program, which has been in operation since 1975. The document includes a description of the training program for Chinese chefs and the curriculum guide used in the program. Following the introductory section, which describes the program objectives, strategies, logistics, and evaluation, the guide provides a course and content outline for the 20-week course. The course description is followed by 10 appendixes (comprising the bulk of the document) that provide the following: English screening test, vocational course objectives, vocational English as a second language course objectives, recruitment, field practice orientation plan, counseling procedures, job development materials, follow-up form and materials, students' program evaluation form, and a bibliography of texts and resources. Examples of curriculum materials are included. (KC)

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Bilingual Vocational Training Program for Chinese Chefs

Curriculum Package

June 1987

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China Institute in America
Bilingual Vocational Training Program for Chinese Chefs

CURRICULUM PACKAGE

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INTRODUCTION

This manual has been prepared by the staff of China Institute's Bilingual Vocational Training Program for Chinese Chefs, which has been in operation every year between 1975 and 1987. This material has been gathered with the intention of providing guidance to any BVT program, chef-training or other, that can benefit from this program's eleven years of experience.

The quality of the staff and curriculum, the program's relationship to the industry, its facilities, and selection of students that can benefit from the curriculum are all indispensable to a program's success. This manual deals with curriculum in particular. A sound comprehensive, and thoughtfully constructed curriculum is a vital part of program planning.

Curriculum is more than a textbook, a course outline, or a set of lesson plans. It is a course of study based on a set of decisions about goals, strategies, and logistics. Major considerations which shape the curriculum are: who is to be trained and what background they bring to the program, what is the vocational skill to be taught, and what are the particular demands of that job market in the area in which the program is located. These factors determine a program's overall objectives, which, plus the inevitable constraints of time, space, staff, etc. are what determine the curriculum of an individual program.

What follow are some specifics about the China Institute program and its curriculum, which serve to illustrate how this

program has formulated a curriculum based on its particular objectives, and the needs of the population it intends to serve.

PROGRAM OBJECTIVES

The proposed goals of the program for the 1986-87 training cycle are as follows:

- 1) To conduct a model bilingual culinary program to benefit adults with extremely limited English proficiency and very little formal education.
- 2) To train 60 unemployed or underemployed Chinese-speaking individuals of limited English-speaking ability as professional chefs.
- 3) To provide these individuals with the cultural orientation and English language communication skills that will enable them to participate fully in American society.
- 4) To then assist these trained bilingual chefs to begin their careers by helping them find employment in the restaurant industry in New York and throughout the country, and to advance in their careers.

Given these objectives, in order for the program to be effective, it must provide the trainees not only with skills and information, but also with an orientation to American culture and attitudes.

Before a curriculum can be developed, a program's specific objectives (major and minor) must be clearly laid out, because it is these objectives which the curriculum must be designed to reflect.